



Grade 3 Curriculum Map

Unit 1: Classic Tales: *The Wind in the Willows*

Unit Length: 15 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Unit Assessment: N/A

Summary

Students explore classic tales from different parts of the world, including *The Wind in the Willows*, *Alice in Wonderland*, and “Aladdin and the Wonderful Lamp” as they study character development, themes, and narrative perspective. Writing instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, along with the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility. Students will take a Beginning-of- Year assessment for benchmarking and placement information.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson’s Advance Preparation section for details.

Learning Outcomes

- Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with ‘le’
- Analyze characters, perspectives, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes
- Demonstrate understanding of key vocabulary
- Write an opinion paragraph
- Beginning-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.2.A.i-iii, v-vii, 3.2.D, 3.3.B, 3.3.D, 3.6.C, 3.6.D, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.G, 3.8.A, 3.8.B, 3.8.C, 3.8.D, 3.10.D, 3.10.E, 3.11.A, 3.11.B. i, 3.11.C, 3.11.D, 3.11.E, 3.12.A, 3.12.C	ELPS 2.C, 3.B, 4.B, 4.D, 4.E, 4.F, 4.G, 5.B, 5.F, 5.G	TEKS 3.1.D, 3.2.A.i-iii, v-vii, 3.3.B, 3.5, 3.6.G, 3.7.B, 3.7.C, 3.7.D, 3.8.B, 3.8.C, 3.10.E, 3.11.A, 3.11.B.i, 3.11.C, 3.11.D, 3.12.A, 3.12.C	



Grade 3 Curriculum Map

Unit 2: Scales, Feathers, and Fur: Animal Classification

Unit Length: 17 Days

Instructional Lessons: 15 Days

Pausing Point: 2 Days

Unit Assessment: Lesson 15

Summary

This unit builds student knowledge of the natural world by introducing the science of animal classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. Students will practice organizational skills both by observing and identifying important characteristics of organisms and objects, and through note taking and writing an informational paragraph. Through structured inquiry discussions and exercises, students will be encouraged to explain their observations and thinking in order to make reasonable statements based on what they already know and the evidence they can provide.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Demonstrate understanding of key vocabulary
- Record observations and reflections based on informational reading
- Review suffixes and root words
- Alphabetization to the 2nd and 3rd letter
- Developing sentence structure and parts of speech
- Understanding concrete and abstract nouns
- Identifying and applying prefixes
- Writing an informational paragraph
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.C, 3.2.A.v-vi, 3.2.B. vii, 3.3.A, 3.3.B, 3.3.C, 3.4, 3.5, 3.6.B, 3.6.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.7.A, 3.7.B, 3.7.C, 3.7.E, 3.7.F, 3.9.B, 3.9.D.i-iii, 3.9.F, 3.10.A, 3.10.B, 3.10.C, 3.10.D, 3.11.A, 3.11.B.i-ii, 3.11.C, 3.11.D.i-iv, viii, x-xi, 3.11.E, 3.12.A, 3.12.B, 3.13.C, 3.13.H	ELPS 1.A, 1.B, 1.C, 1.D, 1.F, 2.C, 2.E, 2.I, 3.C, 3.D, 3.E, 3.F, 3.G, 3.H, 4.C, 4.D, 4.E, 4.F, 4.G, 5.B, 5.C, 5.E, 5.F, 5.G	TEKS 3.2.A.v, 3.2.B.vii, 3.3.A, 3.3.B, 3.3.C, 3.6.B, 3.6.C, 3.6.G, 3.6.H, 3.7.A, 3.7.B, 3.7.E, 3.7.F, 3.9.D.i, 3.9.D.ii-iii, 3.9.F, 3.11.B.ii, 3.11.D.i-iv, viii, 3.12.B, 3.12.C, 3.13.C	TEKS 3.2.B.vii, 3.3.B, 3.4, 3.9.D.ii



Grade 3 Curriculum Map

Unit 3: The Human Body: Systems and Senses

Unit Length: 16 Days

Instructional Lessons: 14 Days

Pausing Point: 2 Days

Unit Assessment: Lesson 14

Summary

This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly. They learn about difficulties that may occur when vision and/or hearing are impaired, and how people cope with these challenges.

Learning Outcomes

- Use a Know-Wonder-Learn chart to organize information
- Demonstrate understanding of key vocabulary
- Demonstrate ability to pluralize regular and irregular nouns
- Create sentences with subject-verb agreement
- Develop and order topic, detail, and concluding sentences in a paragraph with a title
- Identify and use pronouns and prefixes *dis-* and *mis-*
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.C, 3.1.E, 3.2.A.iv-v, 3.2.B.iv, vi-vii, 3.2.C, 3.3.B, 3.3.C, 3.3.D, 3.4, 3.5, 3.6.A, 3.6.B, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.G, 3.8.D, 3.9.D.i, 3.10.A, 3.11.B.i-ii, 3.11.C, 3.11.D.iii, vii, x, 3.12.B, 3.13.E	ELPS 1.B, 1.C, 1.D, 1.E, 2.B, 2.G, 2.I, 3.D, 3.F, 3.G, 4.B, 4.D, 4.F, 4.G, 4.I, 5.C, 5.F, 5.G	TEKS 3.2.A.v, 3.2.B.iv, 3.3.C, 3.4, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.E, 3.7.G, 3.11.B.i-ii, 3.11.D.iii, x, 3.11.G, 3.12.B	TEKS 3.3.B, 3.4, 3.8.D, 3.9.D.i, 3.10.A, 3.11.D.iii, 3.12.B



Grade 3 Curriculum Map

Unit 4: The Ancient Roman Civilization

Unit Length: 17 Days

Instructional Lessons: 15 Days

Pausing Point: 2 Days

Unit Assessment: N/A

Summary

Students dive into ancient Rome in this unit, studying its historical events and culture while also reading the legend of Romulus and Remus and several myths about Roman gods and goddesses. They learn both about the rise and fall of the Roman Republic and Roman Empire, and about key significant figures such as Hannibal, Julius Caesar, and Augustus. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about what they believe to be Rome's most significant cultural contribution.

Learning Outcomes

- Identify the point of view of a text
- Demonstrate understanding of main idea and key vocabulary
- Review r-controlled vowels and learn spelling patterns for the /ee/ sound
- Continue developing subject-verb agreement and correct verb tense usage
- Practice suffixes -y, -al, -ist, and -ian
- Write an opinion essay

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.2.A.vi-vii, 3.2.B.i, iii, vi-vii, 3.2.C, 3.3.B, 3.3.C, 3.4, 3.6.A, 3.6.B, 3.6.C, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.7.G, 3.8.B, 3.8.C, 3.9.A, 3.9.C, 3.9.E.i-iii, 3.11.A, 3.11.C, 3.11.D.i-ii, 3.12.C, 3.13.C, 3.13.H	ELPS 1.B, 1.C, 1.D, 1.E, 1.F, 1.G, 1.H, 2.C, 2.D, 2.E, 2.H, 2.I, 3.A, 3.B, 3.D, 3.G, 3.H, 4.C, 4.D, 4.F, 4.G, 4.I, 4.J, 4.K, 5.B, 5.D, 5.G	TEKS 3.2.A.vi, 3.2.B.i, iii, vi, viii, 3.2.C, 3.3.C, 3.6.B, 3.6.C, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.7.G, 3.8.C, 3.11.A, 3.11.C, 3.11.D.i-ii, 3.12.C, 3.13.C	N/A



Grade 3 Curriculum Map

Unit 5: Flash, Bang, Boom! Exploring Light and Sound

Unit Length: 19 Days

Instructional Lessons: 17 Days

Pausing Point: 2 Days

Unit Assessment: N/A

Summary

In this unit students learn the science behind light and sound by reading about light sources, the characteristics of sound and the human voice, and how light and sound travel in waves. Through biographies of Alexander Graham Bell and Thomas Edison, students will recognize that this non-fiction genre provides factual information which is useful in research. Students write newspaper articles in this unit by conducting research on their article topics, recording the information they find in multiple graphic organizers, and then following the steps of the writing process to generate their final product.

Learning Outcomes

- Identify characteristics of biography genre
- Write an informative article
- Demonstrate understanding of key vocabulary
- Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound
- Acquire dictionary skills, particularly guide words
- Demonstrate understanding of conjunctions and adverbs that indicate when and where
- Review previously learned suffixes and identify meaning and usage of -ous and -ly

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.2.A.vi-vii, 3.2.B.i, iii-iv, 3.3.A, 3.3.B, 3.3.C, 3.3.D, 3.4, 3.5, 3.6.B, 3.6.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.6.I, 3.7.C, 3.7.E, 3.7.F, 3.7.G, 3.8.B, 3.8.C, 3.9.D.i-iii, 3.10.A, 3.10.E, 3.11.A, 3.11.B.i, 3.11.B.ii, 3.11.D, 3.11.D.i-xi, 3.11.E, 3.12.A, 3.12.B, 3.12.C, 3.12.D, 3.13.A, 3.13.B, 3.13.C, 3.13.D, 3.13.E, 3.13.F, 3.13.G, 3.13.H	ELPS 1.C, 1.D, 1.E, 1.G, 1.H, 2.C, 2.D, 2.E, 2.F, 2.G, 2.H, 3.B, 3.C, 3.D, 3.E, 3.G, 3.I, 3.J, 4.C, 4.D, 4.E, 4.F, 4.G, 4.I, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G	TEKS 3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.2.A, 3.2.B.i, 3.3.A, 3.3.C, 3.3.D, 3.4, 3.6.B, 3.6.C, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.E, 3.7.F, 3.7.G, 3.8.C, 3.9.D.i, 3.11.A, 3.11.B.i-iii, 3.11.C, 3.11.D.i-xi, 3.11.E, 3.12.A, 3.12.B, 3.12.D, 3.13.A, 3.13.D	TEKS 3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.7.F, 3.11.B.i-ii, 3.11.C, 3.11.D, 3.11.E, 3.12.B, 3.13.B, 3.13.E



Grade 3 Curriculum Map

Unit 6: The Viking Age

Unit Length: 12 Days

Instructional Lessons: 11 Days

Pausing Point: 1 Day

Unit Assessment: N/A

Summary

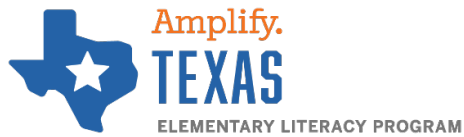
This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their explorations. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities, where they work collaboratively to make decisions in the Viking manner. Student writing focuses on the characters they are reading about as they compare and contrast, analyze, and imagine new narratives for them. Students also complete a Mid-Year Assessment for progress monitoring of reading comprehension, grammar, and morphology.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Make predictions about a text
- Describe, compare and assign actions to characters
- Write an informational piece on character description
- Review spelling patterns for /k/ and /s/
- Identify conjunction "because" as the signal of an answer to a "why" question
- Demonstrate understanding of key vocabulary
- Apply suffixes -ive and -ly to root words
- Mid-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.C, 3.2.A.i, 3.2.A.vi, 3.2.B.iv, 3.3.B, 3.3.C, 3.3.D, 3.5, 3.6.C, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.G, 3.8.A, 3.8.B, 3.8.C, 3.8.D, 3.9.A, 3.10.A, 3.11.A, 3.11.B.i-ii, 3.11.C, 3.11.D.i-ii, iv-v, viii, x, 3.11.E, 3.12.A, 3.12.B, 3.13.H	ELPS 1.C, 1.E, 1.H, 3.F, 3.H, 4.A, 4.F, 4.G, 4.I, 4.J, 5.B, 5.D, 5.F, 5.G	TEKS 3.1.C, 3.2.A, 3.2.A.iv, vi, 3.3.B, 3.3.C, 3.3.6.C, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.8.B, 3.8.C, 3.8.D, 3.9.A, 3.10.A, 3.11.A, 3.11.B.ii, 3.11.C, 3.11.D.i-ii, iv-v, x, 3.11.E, 3.12.A, 3.12.B, 3.13.H	TEKS 3.1.C, 3.13.H



Grade 3 Curriculum Map

Unit 7: Astronomy: Our Solar System and Beyond

Unit Length: 22 Days

Instructional Lessons: 19 Days

Pausing Point: 3 Days

Unit Assessments: Lessons 18 & 19

Summary

Students learn about astronomy and the universe around us as they read about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Dr. Mae Jemison. The formal writing piece for the Astronomy Unit is a multi-day informative project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.

Learning Outcomes

- Compare and contrast two people, things, or ideas
- Write an informative piece about the life of an astronaut
- Identify cause and effect in a text
- Demonstrate proficiency in dictionary skills using guide words
- Demonstrate understanding of singular and plural possessive nouns
- Apply knowledge of suffixes to unfamiliar words in text and context
- Demonstrate understanding of key vocabulary
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.2.A.vi, 3.2.B.iv, 3.2.B.vii, 3.3.C, 3.4, 3.6.A, 3.6.B, 3.6.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.8.C, 3.9.B, 3.9.C, 3.9.D.i-iii, 3.9.F, 3.10.A, 3.10.D, 3.10.G, 3.11.A, 3.11.B.i-ii, 3.11.C, 3.11.D.i-xi, 3.11.E, 3.12.A, 3.12.B, 3.12.C, 3.13.A, 3.13.B, 3.13.C, 3.13.E, 3.13.F, 3.13.H	ELPS 1.C, 1.E, 2.A, 2.C, 2.D, 2.E, 2.I, 3.B, 3.C, 3.D, 3.F, 3.G, 3.J, 4.D, 4.E, 4.F, 4.G, 4.I, 4.J, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G	TEKS 3.1.A, 3.1.D, 3.2.A, 3.2.B.iv, 3.3.B, 3.3.C, 3.4, 3.6.B, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.8.C, 3.9.D.i-iii, 3.10.A, 3.11.A, 3.11.C, 3.11.D.i-xi, 3.11.E, 3.12.A, 3.12.B, 3.12.C	TEKS 3.1.A, 3.1.C, 3.11.C, 3.11.D, 3.11.D.i-vii, ix-xi, 3.11.E, 3.13.E, 3.13.H



Grade 3 Curriculum Map

Unit 8: Learning from the Land: Native American Regions and Cultures

Unit Length: 15 Days

Instructional Lessons: 13 Days

Pausing Point: 2 Days

Unit Assessment: Lesson 13

Summary

This unit builds upon what students have learned previously about the first known inhabitants of North America. Students will learn how some Native Americans first migrated from Asia to North America, and how scientists think they dispersed throughout the continents of North America and South America. Additionally, students will learn details about how Native Americans adapted to the environment of the region in which they settled, how their ways of obtaining food changed over the years, and how that adaptation shaped their cultural identity. Through journaling and collaborative writing and sharing activities, students will gather and organize information to guide their writing.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Demonstrate understanding of key vocabulary
- Review various spelling patterns for mastery
- Identify possessive nouns and pronouns
- Understand of suffixes *-ish*, *-ness*, *-able*, and *-ible*
- Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.C, 3.2.A.iii, 3.2.A.vi, 3.2.B.i, 3.2.B.ii, 3.2.B.iii, 3.2.B.iv, 3.2.B.vii, 3.3.A, 3.3.B, 3.3.C, 3.3.D, 3.4, 3.6.B, 3.6.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.7.A, 3.7.B, 3.7.C, 3.7.D, 3.7.G, 3.8.B, 3.8.C, 3.9.A, 3.9.D.i, 3.9.D.iii, 3.10.C, 3.10.F, 3.11.D.iii, 3.11.D.vii, 3.11.D.x, 3.13.E	ELPS 1.B, 1.C, 1.E, 1.G, 2.A, 2.B, 2.C, 2.E, 2.G, 2.H, 2.I, 3.A, 3.D, 3.E, 3.F, 3.I, 3.J, 4.C, 4.D, 4.E, 4.F, 4.G, 4.I, 4.J, 5.A, 5.E, 5.G	TEKS 3.2.B.i, 3.2.B.iv, 3.3.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.G, 3.8.B, 3.9.D.i.iii, 3.10.C, 3.11.D.x, 3.13.E	TEKS 3.3.A, 3.3.B, 3.3.C, 3.3.D, 3.4, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.8.B, 3.11.D.iii, vii, x



Grade 3 Curriculum Map

Unit 9: Travelers from Other Lands: Early Explorations of North America

Unit Length: 16 Days

Instructional Lessons: 14 Days

Pausing Point: 2 Days

Unit Assessment: Lesson 14

Summary

This unit reviews what students have already learned about the early European exploration of North America and takes a deeper look at the motivations behind it, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will then write text-based opinion pieces explaining who they believe was the most important explorer of those they have studied.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Demonstrate understanding of key vocabulary
- Determine the meaning of a word in context
- Identify linking words and regular and irregular comparative and superlative adjectives
- Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings
- Understand and use prefixes pro- and anti-
- Write an opinion piece
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 3.1.A, 3.1.C, 3.1.D, 3.2.A.v, 3.2.B.i, 3.2.B.iv, 3.2.B.vii, 3.3.A, 3.3.B, 3.3.C, 3.4, 3.5, 3.6.A, 3.6.B, 3.6.C, 3.6.D, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.7.G, 3.9.D.i, 3.9.D.ii, 3.9.D.iii, 3.10.C, 3.11.A, 3.11.C, 3.11.D.iv, 3.11.D.v, 3.11.D.x, 3.12.A, 3.12.C, 3.13.C	ELPS 1.A, 1.B, 1.C, 1.D, 1.E, 1.F, 2.G, 2.H, 2.I, 3.B, 3.C, 3.E, 3.F, 4.C, 4.D, 4.E, 4.F, 4.G, 4.I, 4.J, 5.B, 5.F, 5.G	TEKS 3.1.D, 3.2.B. i, iv, 3.3.B, 3.4, 3.6.E, 3.6.G, 3.6.H, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.7.G, 3.9.D.iii, 3.11.A, 3.11.D.iv, v, 3.12.A, 3.12.C, 3.13.C	TEKS 3.2.B.i, iv, 3.4, 3.5, 3.7.D



Grade 3 Curriculum Map

Unit 10: Colonial America

Unit Length: 19 Days

Instructional Lessons: 16 Days

Pausing Point: 3 Days

Unit Assessment: Lesson 16

Summary

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and provides details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Students will learn more about how the English colonies were established and observe similarities and differences among the colonies of North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation. During the unit, students practice formal and informal narrative writing as they learn about, and apply, characteristics of narratives - including building a plot, developing characters, using dialogue, and creating an ending - to their own stories.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Produce a polished narrative piece
- Identify the similarities and differences between the thirteen colonies
- Identify the entry word, definition, part of speech, and affixed root word in a dictionary and determine the correct form
- Demonstrate understanding of key vocabulary
- Demonstrate understanding of subject and object pronouns and their antecedents
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
3.1.A, 3.1.C, 3.1.D, 3.2.A, 3.2.A.v, 3.2.B.i, 3.2.B.ii, 3.2.B.iv, 3.2.B.vi, 3.3.B, 3.3.C, 3.4, 3.6.A, 3.6.B, 3.6.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.6.I, 3.7.A, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.F, 3.7.G, 3.8.A, 3.8.B, 3.8.C, 3.8.D, 3.9.D.i, 3.9.D.iii, 3.11.A, 3.11.B.i, 3.11.B.ii, 3.11.C, 3.11.D.i, 3.11.D.ii, 3.11.D.iii, 3.11.D.iv, 3.11.D.v, 3.11.D.vi, 3.11.D.vii, 3.11.D.viii, 3.11.D.ix, 3.11.D.x, 3.11.D.xi, 3.11.E, 3.12.A, 3.12.D, 3.13.A, 3.13.B, 3.13.C, 3.13.E, 3.13.F	1.B, 1.C, 1.E, 2.A, 2.C, 2.D, 2.E, 2.I, 3.B, 3.C, 3.E, 3.F, 3.G, 3.H, 3.J, 4.A, 4.D, 4.E, 4.F, 4.G, 4.I, 4.J, 4.K, 5.D, 5.E, 5.G	3.1.A, 3.1.C, 3.2.A.v, 3.2.B.i.iv, 3.3.B, 3.3.C, 3.4, 3.6.B, 3.6.C, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.6.I, 3.7.B, 3.7.C, 3.7.D, 3.7.E, 3.7.G, 3.8.C, 3.9.D.i.iii, 3.11.B.i, 3.11.D.iv.v.vii, 3.12.A, 3.12.D	3.3.B, 3.3.C, 3.6.G, 3.7.C, 3.7.D, 3.7.F, 3.7.G, 3.8.A, 3.8.B, 3.9.D.iii, 3.11.D.iv



Grade 3 Curriculum Map

Unit 11: All That Jazz

Unit Length: 18 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Unit Assessment: N/A

End of Unit Assessment: 3 days

Summary

Students will learn about the vibrant music, poetry, and culture of the Jazz Age in the United States. They will discover how famous writers and musicians such as Langston Hughes, Louis Armstrong, Billie Holiday, Melba Liston, Tito Puente, and Miles Davis helped the jazz art form take root in the South, then spread to the North as part of the Harlem Renaissance. Students will perform guided research to further explore both the history of jazz and how it influences the music of today. Students will write a short research essay about a famous jazz musician, a short essay about a contemporary musician from Texas, and give a presentation about their research. Students will take an End-of-Year assessment, allowing teachers to measure their progress toward mastering grade-level standards.

Learning Outcomes

- Demonstrate understanding of key vocabulary
- Determine the meaning of a word in context
- Determine key ideas of a text by evaluating details
- Discuss and explain author's purpose
- Compose a well-organized and focused informational essay
- End-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
3.1.A, 3.1.C, 3.1.E, 3.3.B, 3.6.B, 3.6.D, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.6.I, 3.7.B, 3.7.D, 3.7.E, 3.7.F, 3.7.G, 3.9.D.i, 3.10.A, 3.10.C, 3.10.D, 3.10.F, 3.11.A, 3.11.B.i, 3.11.B.ii, 3.11.C, 3.11.D, 3.11.D.i, 3.11.D.iv, 3.11.D.ix, 3.12.B, 3.13.A, 3.13.B, 3.13.C, 3.13.D, 3.13.E, 3.13.F, 3.13.G, 3.13.H	1.A, 1.B, 1.C, 1.E, 1.F, 1.H, 2.C, 2.E, 2.F, 2.G, 3.A, 3.B, 3.D, 3.E, 3.F, 3.G, 3.H, 3.I, 3.J, 4.A, 4.C, 4.D, 4.F, 4.G, 4.J, 4.K, 5.B, 5.C, 5.D, 5.F, 5.G	3.1.C, 3.6.D, 3.6.E, 3.6.F, 3.6.G, 3.6.H, 3.7.B, 3.7.E, 3.7.F, 3.9.D.i, 3.10.C, 3.10.D, 3.10.F, 3.11.C, 3.11.B.i,ii, 3.12.B, 3.13.A, 3.13.C, 3.13.E, 3.13.G, 3.13.H	N/A